


| Unit of Study 1 Elements of Dance - Body / Mind | 1 st Grade | Quarter 1 | DANCE 2018 |
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| Emphasis Concepts: | | Skills: | |
| <ul style="list-style-type: none"> □ The student has knowledge of the body and can do basic locomotor and axial movement skills. | | <ul style="list-style-type: none"> • Connect knowledge of the body to movement. • Perform basic locomotor and axial movement skills. • Listen to signals and respond to movement directions. | |
| Strands: | | | |
| <ul style="list-style-type: none"> ➤ CREATE (1.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 1.D.CR.1–4). ➤ PERFORM (1.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 1.D.P.1–7). ➤ RESPOND (1.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 1.D.R.1–2). ➤ CONNECT (1.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.D.CO.1–2). | | | |
| Dance Content Objectives | Vocabulary students should use | Lessons (Activities) | |
| <ul style="list-style-type: none"> • I can explore and practice articulating body parts. • I can explore and practice performing axial movements.  | <p>Warm-up: As series of exercises/movements to ready the mind and body parts.</p> <p>Locomotor: Steps that travel through space.</p> <p>Axial movement: Movement that revolves around the axis and is performed in place.</p> | <ul style="list-style-type: none"> • Warm-up. Identify and move body parts. Listen to signals and respond to movement directions. Axial movements: turn, bend, stretch, reach, twist. Locomotor: walk, run, gallop, jump, hop, slide, skip. • Practice and perform the basic axial and locomotor steps. Combine and perform a short memorized sequence. • Brain Dance. • Use locomotor steps and axial movements with prepositions (near, far, over, under, through etc.). • With a partner improvise a dance using basic locomotor steps and axial movements based a sequence of prepositions. • Dance Lesson Plans. | |
| Dance / Common Core Language Objectives | Flexibility Strength Stability Improvise Preposition | Additional Resources | |
| <ul style="list-style-type: none"> • Listen to a story that uses prepositions and dance the words. • Engage in a collaborative discussion about improvised dances. | | <ul style="list-style-type: none"> • OER Commons • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Brain Dance • Art Works for Kids Lesson Tool • Lesson Plans Dance-BYU | |
| Assessment Options: | | | |
| The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map. | | | |

Elements of Dance - Time

Emphasis Concepts:



- The student has knowledge of the body and can do basic locomotor and axial movement skills. The student can understand duration, tempo, rhythm, call and response.

Skills:

- Connect knowledge of the body to movement.
- Perform basic locomotor and axial movement skills.
- Listen to signals and respond to movement directions.
- Connect to knowledge that TIME defines when one moves.
- Respond by moving to a steady beat and simple rhythms.




Strands:



- CREATE (1.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 1.D.CR.1–4).
- PERFORM (1.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 1.D.P.1–7).
- RESPOND (1.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 1.D.R.1–2).
- CONNECT (1.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.D.CO.1–2).

| Dance Content Objectives | Vocabulary students should use | Lessons (Activities) |
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| <ul style="list-style-type: none"> • I can improvise duration, tempos, rhythms of words, rhythms using various stimuli, and objects. • I can practice skills in moving to a steady beat and simple rhythms. |  <p>Time: Defines when one moves. Duration: length of movement (long/short). Tempo: Speed of movement (fast /slow). Metric Rhythm: Grouping of beats in a recurring pattern. Call & Response: A choreographic form in which one soloist or group performs, with the second soloist or group entering in response to the first.</p> <p style="text-align: center;">Improvise</p> | <ul style="list-style-type: none"> • Clap then move to a steady beat with varying tempos. • Clap then move to simple rhythms in call and response. • Investigate moving to different tempos. • Create a moment sequence with varying tempos. • Create and perform a call and response dance. • Rhythmic Activities |
| Dance / Common Core Language Objectives | | Additional Resources |
| <ul style="list-style-type: none"> • Reflect as a group about your dances.  | | <ul style="list-style-type: none"> • OER Commons • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Art Works for Kids Lesson Tool • Lesson Plans Dance-BYU |

Assessment Options:

The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.

| Unit of Study 3 Elements of Dance - Space | 1 st Grade | Quarter 3 | DANCE 2018 |
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| Emphasis Concepts: | | Skills: | |
| <ul style="list-style-type: none"> The student has knowledge of the body and can do basic locomotor and axial movement skills. The student can understand space in dance is comprised of shape, levels, direction, symmetry and asymmetry. | | <ul style="list-style-type: none"> Connect to knowledge that SPACE defines where one moves. Respond by moving in place and through space, pathways. | |
| Strands: | | | |
| <ul style="list-style-type: none"> ➤ CREATE (1.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 1.D.CR.1–4). ➤ PERFORM (1.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 1.D.P.1–7). ➤ RESPOND (1.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 1.D.R.1–2). ➤ CONNECT (1.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.D.CO.1–2). | | | |
| Dance Content Objectives | Vocabulary students should use | Lessons (Activities) | |
| <ul style="list-style-type: none"> I can explore shape, levels, size, and moving in and through space. I can explore opposites in shapes, levels, sizes, and moving in and through space.  | <p>Space: Defines where one moves.</p> <p>Shape: Form of the body.</p> <p>Levels: Low/medium/high.</p> <p>Direction: Forward, backwards, sideward, up, down.</p> | <ul style="list-style-type: none"> Explore pathways (straight, curved, and zigzag). Combine pathways with various locomotor steps. Improvise a sequence of pathways using several locomotor steps. Create and perform a pathway dance using various locomotor steps. Creative Dance – Element of Space | |
| Dance / Common Core Language Objectives | Additional Resources | | |
| <ul style="list-style-type: none"> Engage in a discussion of the term of space in regards to dance. Reflect on your dance in a class discussion.  | <p>Size: Continuum from small to large.</p> <p>Pathways: Patterns or designs created on the floor or in the air.</p> <p>Asymmetry: Uneven, irregular design.</p> <p>Relationships: The body's position relative to something or someone.</p> | <ul style="list-style-type: none"> OER Commons UDEO Utah Dance Education Organization NDEO National Dance Education Organization Art Works for Kids Lesson Tool Lesson Plans Dance-BYU  | |
| Assessment Options: | | | |
| The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map. | | | |

| Unit of Study 4 Elements of Dance - Energy / Culture | 1 st Grade | Quarter 4 | DANCE 2018 |
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| Emphasis Concepts: | | Skills: | |
| <ul style="list-style-type: none"> □ The student has knowledge of the body and can do basic locomotor and axial movement skills. The student understands the performing and sequencing qualities of motion. | | <ul style="list-style-type: none"> • Connect knowledge of the body to movement. • Perform basic locomotor and axial movement skills. • Listen to signals and respond to movement directions. • Connect to knowledge that ENERGY defines how one moves. | |
| Strands: | | | |
| <ul style="list-style-type: none"> ➤ CREATE (1.D.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works (Standards 1.D.CR.1–4). ➤ PERFORM (1.D.P.) Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works (Standards 1.D.P.1–7). ➤ RESPOND (1.D.R.) Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process (Standards 1.D.R.1–2). ➤ CONNECT (1.D.CO.) Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.D.CO.1–2). | | | |
| Dance Content Objectives | Vocabulary students should use | Lessons (Activities) | |
| <ul style="list-style-type: none"> • I can explore unique ways of moving using energy qualities based on various stimuli (e.g. objects, senses, props, nature). • I can view performances of ceremonial or ritual dances from world cultures.  |  <p>Energy: Defines how one moves.</p> | <ul style="list-style-type: none"> • In unique ways explore qualities of movement (explode, vibrate and collapse). • Practice and refine qualities of movement. • Identify one quality of movement and improvise a short movement phrase. • Create and perform a sequence based on one quality of dance. • Create a dance about a folk tale. • Energy Dance Lesson | |
| Dance / Common Core Language Objectives | Qualities of motion: Characteristics of movement. | | Additional Resources |
| <ul style="list-style-type: none"> • Learn about folk tales from an authentic culture. • Explore movement potential found in the words, illustrations, or ideas in the folk tale. • After improvisation dances, reflect and discuss how it felt to move. | <p>Dynamics: The degree of energy, intensity, or power in the execution of movements.</p> | | <ul style="list-style-type: none"> • OER Commons • Folk Dancing Fun Lesson • UDEO Utah Dance Education Organization • NDEO National Dance Education Organization • Art Works for Kids Lesson Tool • Lesson Plans Dance-BYU |
| <p>Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.</p> | | | |